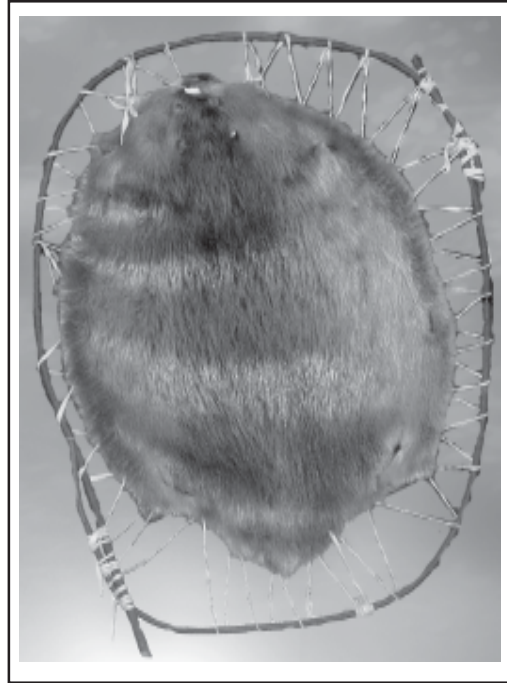




# Mountain Men

## Suggested Post-visit Activity

These activities are tied to the Missouri, Illinois, and national standards for Social Studies and Language Arts.



### Lesson Overview

Students will use maps to explore the geography of the mountain men during the mid-1800s.

### Objectives

Students will learn how geographical shaped the lives and livelihoods of the Mountain Men in the developing the American West.

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## Mapping Activities

### WATERY HIGHWAYS

*“The keelboats and barges were employed in conveying produce of different kinds besides furs, such as lead, flour, pork, and other articles. These returned laden with sugar, coffee, and dry goods suited for the markets of St. Genevive [sic] and St. Louis on the upper Mississippi...”*

*--John James Audubon, circa 1833*

The object of this activity is for students to use maps to explore how early travelers used rivers and waterways for transportation.

Using a map of the United States, from a print or online source such as National Atlas\*, have students identify the following waterways:

Mississippi River  
Missouri River  
Ohio River

Illinois River  
Platte River  
Arkansas River

Yellowstone River

Many towns and trading posts grew up and prospered along these rivers. Travelers brought commodities and trade items by way of barges and keelboats. Some trading posts, like St. Louis, grew into prominent cities. Using the same map, have students locate and label the following cities and trading posts:

New Orleans, Louisiana (1718)  
St. Louis, Missouri (1764)  
Jefferson City, Missouri (1821)  
Omaha, Nebraska (1825)  
Fort Union Trading Post National Historic Site,  
South Dakota (1829)  
Bent’s Old Fort National Historic Site, Colorado (1833)

### CRITICAL THINKING

What pattern or sequence do you notice in how the towns or trading posts were established?

What advantages were there in these locations? What disadvantages were there?

Why do you suppose some places prospered and others did not?

\* <[www.nationalatlas.gov/natlas/Natlasstart.asp](http://www.nationalatlas.gov/natlas/Natlasstart.asp)>

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## ST. LOUIS: COLONY OF FRANCE

*“St. Louis as you approach it, shows like all the other French towns in this region...The French mode of building, and the white coat of lime applied to the mud or rough stone walls, give them a beauty at a distance, which gives place to their native meanness, when you inspect them from a nearer point of view. The town shows to very great advantage, when seen from the opposite shore, in the American bottom. It contains many handsome, and a few splendid buildings. The country about it is an open, pleasant, and undulating kind of half prairie, half shrubbery.”*

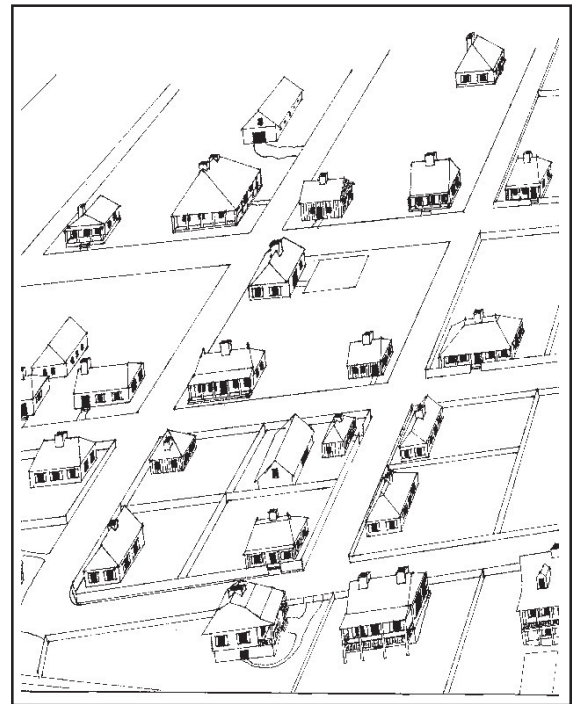
--American clergyman and writer, Timothy Flint, 1833

The object of this activity is to use maps to compare and contrast St. Louis in the past and present.

Visit the interactive map, “Circa 1804,” on the Jefferson National Expansion Memorial website <<http://www.nps.gov/archive/jeff/lewisclark2/circa1804/Circa1804Main.htm>>.

Using the interactive map, have students explore and find the following buildings:

- Auguste Chouteau’s house
- Manual Lisa’s house
- Cathedral
- The Laclede-Chouteau house
- Madame Chouteau’s house
- The Spanish Government House



**Detail from map “Circa 1804”**

Next, using a map of St. Louis from a current source such as *St. Louis Where* magazine, identify where the buildings on the list would be located today.

What stands there now?

Are any of the names familiar to students?

Who were the people who lived in the houses and used the buildings?

Why were they important?